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ABSTRACT

This practicum was designed in response to the observation that very young children who accompanied Head Start parents assisting in Head Start classrooms were observed to be either extremely withdrawn or extremely active. The practicum was implemented to improve the relationships of parents and their infants and toddlers. Practicum goals were to provide parents with opportunities to increase: (1) parenting competencies; (2) knowledge of infant and toddler development; (3) knowledge of parent education resources; and (4) feelings of self-esteem. To attain these goals, six informational workshops, six mother-baby play sessions, and home visits were conducted. In addition, a booklet describing activities for mothers and their babies was developed. Evaluation data showed that 18 of 22 parents participating in at least one component of the practicum indicated an increase in self-esteem and in their knowledge of the value of high quality play and infant-toddler development. Furthermore, observations indicated that mothers participating in home visits had increased the quality of play interactions with their babies. Related materials, including the activity booklet, are appended. (RH)

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Increasing Positive Mother/Baby Relationships Through Play

by

Deneita Jo Farmer

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NOVA UNIVERSITY

Increasing Positive Mother/Baby Relationships Through Play

by

Deneita Jo Farmer
Cluster XIV

Practicum II Report to the Ed.D Program
In Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY
1988

PS 017273

Observer
Bertha Toney
Social Psychologist
515 So. Harvey
Oak Park, IL 60304

This practicum took place as described.

Verifier: Bertha W. Ponz

Name

Social Psychologist

Title

515 South Harvey

Oak Park, Illinois 60304

Address

March 17, 1988

Date

This practicum report was submitted by Deneita Jo Farmer under the direction of the reviewer listed below. It was submitted to the Ed.D Program in Early Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

Approved:

3/25/88

Date of Final Approval of Report

Georgianna Lowen

Georgianna Lowen, Ph.D.

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ABSTRACT

Increasing Positive Mother/Baby Relationships Through Play. Farmer, Deneita Jo, 1988. Practicum Report, Nova University Ed.D. Program in Early Childhood. Descriptors: Parent Child Relationships/Mother Infant Interactions/Parent Education/Early Intervention/Infant Development/Infant Play/Toddler Play/Play and Development.

This practicum addressed the need to provide Head Start parents opportunities to increase positive relationships with their babies through play. It was also the intention of the writer to provide parents opportunities to increase awareness of parent education resources and feelings of positive self esteem. In a review of the literature, the writer found that mother/baby play groups were effective in augmenting the relationship between parent and offspring. Early intervention programs serve to assist parents in developing optimal interactional skills and serve to assist in the infant/toddler's intellectual abilities, cognitive processes, language development, physical development and emotional well being.

The writer's goal was to avail parents an opportunity to increase their inherent parenting competencies, knowledge of infant/toddler development, knowledge of parent education resources and feelings of positive self-esteem. Further, Head Start mothers would increase the quality of play with their infants/toddlers. Four components served to fulfill the practicum goal. Six informational workshops served to avail parents of important aspects of infant/toddler development, parent education resources and the importance of play. Six mother/baby play sessions were utilized to assist mothers in developing quality play techniques with their babies. The writer visited the homes of seven mother/baby pairs. These home visitations served to further assist mothers and babies, on an individual basis, in improving the quality of play and interactions. The final component of the practicum, the development of a mother/baby activity booklet, provided parents an opportunity to demonstrate their knowledge of effective play activities and to share their creative talents.

Of the 22 parents participating in at least one component of the practicum project, 18 of the parents indicated an increase of their knowledge of the value of quality play, infant/toddler development and feelings of positive self esteem. The writer was unable to measure the growth gained by the remaining four parents. This was due in part to the parent's desire to discontinue participation or the family's relocation to another community. Further, the writer observed that all of the parents participating in the home visit component of the project increased the quality of play interactions with their babies.

CHAPTER I

INTRODUCTION

A. DESCRIPTION OF COMMUNITY

Children jumping rope, playing stick ball, shooting baskets. Mothers carrying laundry baskets, shopping for groceries, talking with neighbors. Men--young and old--repairing cars, exchanging points of view, playing cards. Broken glass, candy paper, once cherished discarded items, all litter the street. Cars racing down the streets, el trains distributing noise, and buses spilling out fumes. These are the sights and sounds of the urban city.

The writer is employed in a metropolitan city made up of many urban communities described above. The 1980 US Census reports the population of this large metropolitan city as 3,005,072. The neighborhood in which the writer works, contributes an ever increasing 33,865 individuals to the city's populace (University of Illinois, 1982).

This westside community is predominantly Black (98%) and includes a small percentage of Caucasians, Latinos, and other minority races (2%). The median income for a family of six is $6,828.00. The community is overcrowded to say the least. Most housing is renter occupied and consists of 2 to 9 units per address. The vast majority of apartments and homes are designed to comfortably accommodate a family of four. However, local school statistics reveal that the average family consists of 6 to 8 members (University of

Illinois, 1982).

Although many residents have lived in the community for several years, extended family members migrate from the southern states regularly. These jobless, unskilled family members seek refuge in a community that is often viewed as hopeless.

This urban area has been described as the city's most debilitating crime-ridden community. Several dedicated educators, social service agencies, health professionals and religious seek to re-establish hope and improve the quality of family life. Crime, gangs, sexual assault, teen pregnancy and increasing numbers of homeless prevail as a result of joblessness, few opportunities, and apathy (Jackson, 1984).

The writer is employed as the Head Start teacher in a local city school. The program, housed in the public school, has been in operation for 13 years. The local school educates 875 elementary school age children. The racial composition is 100% Black American and the median socio-economic status is low income.

Enrolled in the Head Start Child Development Program were a total of 40 parents and their preschool children. Head Start parents are mandated to volunteer in the classroom and actively participate in the program. Ninety percent of the children have younger siblings under the age of two years. Many of the younger siblings accompanied their parents on volunteer day and were observed in the classroom, by the

writer, as often as three times per week.

The writer observed that many of the infants/toddlers were either extremely withdrawn or extremely active. These observations were consistent of infants/toddlers accompanying their parents routinely, for several months. It was not unusual to see the little ones sitting idly in mother's lap or in an infant seat. Rarely were the youngsters allowed or encouraged to crawl and toddle about the classroom or investigate interesting objects. The extremely active infants/toddlers were referred to by the parents as "bad, naughty, awful, too much...". These youngsters had a difficult time settling down and cried easily.

The age span of Head Start parents, for the 1987-1988 school year, is 16-35 years. The average age is 24 years. Ninety percent of the described parents are single, all are female.

Many parents and children reside with adult relatives and depend upon extended family relationships for emotional support and advice. Seventy-five percent of the parents have a high school education or GED. However, 95% of the parents receive public assistance and are unemployed.

Local school statistics reveal that many families have resided in the community for two generations. Several Head Start parents and grandparents attended the local school during their elementary years.

Thirty parents actively participated in the Head Start

Program. There were 20 parents with infants/toddlers below the age of two years. Of the 20 parents with infants/toddlers, 16 expressed an interest in a mother/baby workshop series that would enhance play.

Head Start parents participate in classroom activities, attend policy setting/decision making meetings, and attend child development and parent education conferences. Head Start parents are encouraged to expand this participation to include the local school and the community.

The Head Start teacher aide has been a resident of the school community for twenty-five years. She has served as teacher aide in the program for eight years. Her participation in the program serves as a liaison between school and community and is appreciated.

B. WRITER'S ROLE AND RESPONSIBILITIES

The writer has been employed by the city's Board of Education 14 years. For the past six years, the writer has served as a Teacher in the government funded Head Start Child Development Program.

Much of today's literature points to the devastating effects the lack of socioeconomic success has on the growth and development of children and families. In an attempt to address and suggest solution strategies for this problem, several researchers have proposed early intervention programs for children and families to minimize failure in low socioeconomic communities. However, such programs are

limited in number.

The Head Start Child Development program was initiated in 1965. The objectives of the program are to:

1. Improve the child's physical health and physical abilities.
2. Help the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity, and self-discipline.
3. Improve the child's mental processes and skills with particular attention to conceptual and verbal skills.
4. Establish patterns and expectations of success for the child which will create a climate of confidence for his future learning efforts.
5. Increase the child's capacity to relate positively to family members and others while at the same time strengthening the family's ability to relate positively to the child and his problems.
6. Develop in the child and his family a responsible attitude toward society, and foster constructive opportunities for society to work together with the poor in solving their problems.
7. Increase the sense of dignity and self-worth within the child and his family.

(Planning Committee Report, 1966)

The writer assists in fulfilling these objectives by

activating the following responsibilities: 1) to recruit, interview, and register families, 2) to plan an environment conducive to the implementation of program goals, 3) to ascertain individual children's abilities and developmental levels, 4) to plan activities conducive to the individual child's growth and development, 5) to refer children and families with special needs, 6) to maintain an effective parent involvement program and, 7) to report pertinent statistics to the district co-ordinator.

The writer is committed to the optimal fulfillment of program goals such that they facilitate the growth and development of each individual child and family.

The writer has served on a local school's Parent Involvement Committee. The function of this committee was to increase school community relations and to involve parents in the education of children in the classroom and in the community. The writer became involved in presenting a series of parent development workshops that sought to: 1) avail parents of parenting skills literature and programs, 2) inform parents of developmentally appropriate field trips and activities throughout the city, 3) assist parents in making educational games, and 4) make parents aware of alternative discipline techniques.

As a result of the allocation of Title I government funds to a local school, the writer was enabled to initiate a parent newsletter, the purpose of which was to increase

communication between the community and school.

The writer planned and successfully implemented a series of parent education workshops for Head Start parents. The purpose of the workshop series was to increase parents' basic knowledge of child development and to facilitate the increase of parental competencies.

In conjunction with other early childhood advocates, the writer planned and implemented an all day conference for parents and their families. The purpose of this conference was to provide the community with information needed to increase mental, physical and cognitive growth and development. The conference was held in three heterogeneous communities of the city.

As the mother of an infant and two middle aged children, the writer is constantly seeking out new information concerning the social, emotional, and cognitive development of children. It was the writer's desire to share some of this information with the Head Start parents.

CHAPTER II

STUDY OF THE PROBLEM

A. PROBLEM DESCRIPTION

As it is designed in the writer's setting, the Head Start program seeks to improve the quality of life for the child and his family.

The parent is encouraged to become actively involved in the following components:

1. Decision/Policy Making
2. Volunteer Recruitment
3. Nutrition
4. Curriculum
5. Social Services
6. Health and Handicapped Services

The parent is viewed as an active participant in the education of his/her child. The parent's role as co-educator is optimal to an effective program.

The Head Start child is placed in an environment designed to facilitate social, emotional, physical, and cognitive growth. The child is encouraged to communicate, question, discover, care for self, think, interact with others and create.

But, rarely are their opportunities afforded to other Head Start family members. Again, the program is designed to improve the quality of life for the child and his/her family.

This practicum addressed the need of a very crucial family member--the infant/toddler. The infant/toddler radiates faith, hope, love, innocence and a zest for life. Leach (1985) says that the impact the baby has on the family is overwhelming. Thus it is important that the family stimulate, interact with, and learn about the infant. This will result in optimal relationships amongst family members.

One of the most effective ways of facilitating positive relationships is through play. Mother/baby play also provides for opportunities to observe the monumental changes in growth and development so very much a part of baby's life (Segal, 1985). Mother can then serve as a role model for other family members in their quest to learn about baby.

In the writer's school community, there were few mother/baby interaction programs. The local health center offered a new mother education program and the WIC (Women, Infants and Children) program to a limited number of community members. But, neither addressed the need to stimulate mother and baby through play. Both programs were designed to educate mother in the areas of health and nutrition. These programs too, were very much needed and should be expanded.

As mothers brought their babies into the Head Start classroom, the writer observed that there were too few play situations between mother and baby or baby and older sibling.

Mothers' typically restricted their infants' movement by

strapping them in infant seats or strollers. The writer provided a clean, safe play area in the classroom especially for visiting siblings. The baby center was located away from the noisy areas of the classroom. In this area, there existed a brightly colored rug, some picture books, a few soft cuddlies and balls. Unfortunately, few parents chose to take advantage of the area. When the writer suggested that mothers avail themselves of the baby center, a typical response was, "No, that's ok. I'd rather play with the children." or "We're here for the 4's--the babies don't need to play."

The writer observed mothers spanking infants/toddlers for touching and investigating safe objects, i.e., the writer's furry hat, a cloth flower, and books. Some mothers told their 4 year olds to spank their babies.

When placed on the covered floor, many of the infants/toddlers either lay or sat quietly. Others became so stimulated by the surroundings, that they cried in distress. Mothers rarely remained with their babies on the rug. Thus babies had no one to communicate and play with and no one to encourage peer interactions.

The writer observed that although parents verbally communicated with the Head Start children, few participated in babbling and cooing with babies. Perhaps, this exchange was viewed as immature and silly. When questioned, one parent remarked, "If you talk baby talk to 'em then they'll

have a speech problem and stutter." Another parent remarked, "If I talk to this baby, people will think I'm nuts."

Many parents viewed infant toys as unnecessary. During a parent meeting at Christmas time, a discussion ensued regarding developmentally appropriate preschool toys. When asked, "Can anyone share with us a good baby toy?", many parents stated that baby toys were a waste of money. Perhaps this lack of concern for baby toys was due to limited funds. And since there existed no mother/baby education group, homemade toys had not been introduced to the writer's community.

Briefly stated then, the problem was that many Head Start parents of infants/toddlers lacked an understanding of the importance of play for the development of their children.

B. PROBLEM DOCUMENTATION

Head Start mothers of infants/toddlers were asked to answer questions about their views of play and babies. (Appendix A) Results of the survey indicated that too few parents understood the importance of play and developing baby. (Appendix A)

In response to question number 3, "Do you play with your infant/toddler? If not, why not?" 12 parents responded no. In response to the question "If not, why not?", indicative responses were:

"'Cause babies can't play."

"I don't know what to play."

"All he does is sleep and eat."

"I'm too busy."

Many parents were unable to play with their babies because they truly did not know how to. In an attempt to play with baby, mother overstimulated him/her and the result was a stressed-out mother and baby. Segal (1985) suggests that mother take time to learn baby's personality and respect him/her as an individual. In doing so, overstimulation, understimulation and stressful situations are minimized.

Many parents were unaware of the infants' developmental stages. Thus they were unaware of what babies are capable of doing in addition to their ability to play. Brazelton (1983) suggests that it is essential for parents to have a basic understanding of infant development in order to nurture and stimulate the unique baby.

Some parents were so very busy with homemaking chores and care of other family members, that they were too tired or too busy to observe their infants and participate in play.

In response to question number 4, "Are you able to read current literature concerning young children...", 14 parents responded no. Most stated that such literature was unavailable to them. The writer suspected that some parents would be unable to comprehend the content of parent education literature if it were available.

Results of the questionnaire indicated that most parents

were unaware of age appropriate toys and their importance in infant development.

When asked to describe favorite play activities of their infants, most mothers failed to include themselves as a part of the play.

Of the 16 mothers completing the questionnaire, none felt that play begins at birth. Piaget (1952) very creatively illustrates the view that the infants' intellectual development and cognitive processes are dependent upon his/her investigation of the environment. Caruso (1984) emphasizes that play is the focal point of childhood. Early exploration and play provides various types of feedback to the inquisitive infant. This feedback is used by the infant to enhance prior knowledge and acquire new knowledge. Thus, when the newborn infant roots to find the mother's nipple or the bottle, he/she is exploring. As time progresses, he/she smiles, coos, and participates in verbal exchange while being fed. This early exploration and communication, according to Brazelton (1983) are examples of infant play. Perhaps Head Start mothers were reluctant to define the infant's early explorations as play, because of their misunderstanding of the term itself.

The writer asked several support services staff to complete a survey--Staff Perceptions of Mother/Baby Play Activity (Appendix B). Results of the survey (Appendix B) indicated that all support staff observed play between

mother and infant/toddler. However, six of the eight respondents felt that the quality of play was minimal and that interactions were brief. Further analysis of the results indicated that staff felt that Head Start mothers were unfamiliar with age appropriate play activities and toys. A responding Head Start teacher stated that she's observed a parent giving her infant son (eight months) a scale model automobile. The parent was unaware of the danger a small, metal toy car presents to an infant. All of the support staff felt that mothers were unaware of the importance play has on the development of the young child.

C. CAUSATIVE ANALYSIS

Goodyear and Rubovitis (1982) suggest that low income parents are usually functioning at the lower end of Maslow's hierarchy of needs. That is to say, low socio-economic status parents expend a great deal of energy satisfying physiological, safety, and belonging needs for self. One of the causes of the problem described in this practicum report was the low SES parents' inability to act on esteem and self actualized needs. Pugh (1982) suggests that a positive self esteem and self assurance are pivotal to successful parenting and parent involvement programs.

Single parent homes are not usually afforded the luxury of the dual support found in two-parent homes. Single parents must make decisions concerning every aspect of the child's growth and development alone. Even with the support

of extended family members, the ultimate decision and resulting stress rests on the parent. Further, the single parent is so busy attending to adult tasks usually shared by two, that he or she is often too busy or tired to play. Elkind (1981) reports that the strains of single parenting adversely affect the art of parenting itself.

The parent development teacher of the Head Start Program plans a significant parent education program each year. Child growth and development are very adequately included as a topic for workshops. The writer notes that infant/toddler development is rarely included in the parent education series. Washington and Oyemade (1985) suggest that with our changing family structure and trends, Head Start must seek to increase parents' knowledge of child development, child rearing and parenting skills. This should include the growth and development of the infant, toddler, preschooler, school aged child, and adolescent.

Washington and Oyemade (1985) further discuss the need to support and educate young teenaged mothers. It is very difficult for a youngster to parent when she needs to be parented.

Perhaps another reason for the described problem was that of lack of information. The writer has noted that there existed no infant growth and development education program for parents within the community. The existing parent education programs are designed to illustrate the need for

good nutrition and health.

D. THE RELATED LITERATURE

Much of today's literature discusses and supports the value and need for play in all aspects of society. However, with all of the stress, busy schedules and pressing events adults have forgotten how to play. Much of today's stress would be minimized by active play.

As illustrated by the New Parents as Teachers Program (Meyerhoff, White, 1986) parents who facilitate frequent play with their children, positively affect the following areas:

1. emotional well being
2. optimal interactions
3. creativity
4. language development
5. intellectual development

Unfortunately, there are many parents who are unaware of the importance of play and its effect on the development on their children. Thus there is a need for parent education programs that advertise the importance of play. With effective training, parents can increase inherent skills and effectively interact with their infants and toddlers.

In a study conducted by Rosenberg and Robinson (1985), mothers of handicapped infants were enrolled in an infant education program. During the course of enrollment, mothers were videotaped interacting with their infants. Infant

education specialists evaluated parents' interaction skills using the Teaching Skills Inventory. The TSI served to assess the following areas:

1. the developmental match between the child's current level and the level of the new expectations being made of him;
2. the parent's responsiveness to the child's interests and moods;
3. the language used with the child and its' appropriateness, to the child's developmental level.

Results of the study indicated that mothers made substantial gains with regards to interactional skills, when involved in an early intervention program.

Gochman (1985) suggests that in assisting mothers to develop optimal interactional skills, the following areas be encouraged:

1. visual contact
2. vestibular stimulation
3. tactile stimulation
4. auditory stimulation

Often times parents are unaware of what to do to interact with and stimulate infants. Segal and Segal (1985) emphasize the importance several factors play on infant development. It is suggessted that optimal infant stimulation incorporate language development, sensory development, mental and intellectual development, fine/gross

motor development and socio-emotional development. New and needing parents should be able to enroll in parent education classes that are designed to increase their awareness of these areas.

In her well respected investigation of the importance of play, Piers (1975) states that play with mother is an "absolutely essential piece of learning on which mental and psychological equilibrium depends." This fantastic play and learning should begin at birth. She further elaborates on the infant's environment in order to gather and process new information.

Katz (1983) describes play as the most important business of the child. It is observed in almost every existing culture and is incorporated in every activity involving the young child. Although young children play to have fun, a substantial amount of learning occurs.

The infant/toddler is ready, willing and able to play and learn. The newborn emerges from the womb prepared to activate a remarkable repertoire of reflexive abilities, sensory abilities, visual perception and capacity for memory. Early experiences serve to assist the infant in strengthening these abilities. These early experiences should be positive in nature and include parents and/or caregivers (Segal and Segal, 1985).

Caruso (1984) discusses play in a Piagetian sense. He states that the infants' intellectual abilities and cognitive

processes are dependent upon his/her level of active exploration of the environment. Only in recent years, has there been an emphasis placed upon recognizing the importance quality has on the development of the infant. It is suggested that the following aspects, when employed with quality, are instrumental in assisting the infant's exploratory play:

1. variety of objects
2. relationship with parent or caregiver
3. physical environment

White (1985) discussed the importance of parental influence on the developing infant. Since parents are the child's first teacher, it is important that parents be aware of developmental milestones and learn to recognize individual growth and development in their own youngsters. Baby's first toy is the parent! White continues by describing developmental milestones, observation methods, play activities and toys, and intervention techniques that parents can use for potential problems.

Geismar-Ryan (1986) discusses the important role model adults play in the social development of young children. It is suggested that other human beings are pivotal to the developing infants' social being. Teachers, caregivers and parents should not depend solely on toys to enhance infant play.

The writer of this practicum concurs with Bettelheim

(1986) that it is not enough to allow children to play, but one must express approval of play by participating.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. STATEMENT OF GENERAL GOALS

Head Start mothers would increase their inherent parenting competencies, knowledge of infant/toddler development, knowledge of parent education resources and feelings of positive self-esteem. Head Start mothers would increase the quality of play with their infants/toddlers.

B. BEHAVIORAL EXPECTATIONS

The following objectives were projected for this practicum:

I. Parents would indicate an increased awareness of the value of play.

ASSESSMENT: Pre and post survey of parents' knowledge of the value of play (Appendix A).

STANDARD OF ACHIEVEMENT: Fourteen out of 16 parents who would participate in the workshop series would demonstrate an increased awareness of the value of play by responding appropriately to six out of eight of the post survey questions.

II. Parents would encourage infant/toddler investigation and exploration in a safe environment.

ASSESSMENT: Teacher observation of mother/baby during home visit (Appendix C). Parents' responses to questionnaire concerning safe

environment (Appendix D).

STANDARD OF ACHIEVEMENT: Parents would score nine out of eleven on the Parents Facilitation of Infant/Toddler Exploration (Appendix C). Parents would score 13 out of 15 on Safety in the Home questionnaire (Appendix D).

III. Parents would engage in quality play with their infants/toddlers.

ASSESSMENT: Teacher observation of mother/baby in school and during home visits.

STANDARD OF ACHIEVEMENT: Parents would score eight out of ten on Checklist of Mother/Baby Play (Appendix E).

IV. Parents would identify developmentally appropriate toys and activities for infants/toddlers (ages birth--18 months).

ASSESSMENT: Successful completion of group project--"Play Activities for Mother and Baby".

STANDARD OF ACHIEVEMENT: Parents would successfully plan and design a booklet describing 36 play activities and homemade toys for mother and baby. Booklet and toys would be displayed at the Head Start Volunteer Fair (March, 1988).

Objectives are related to the evidence of the problem presented in Chapter II.

PROBLEM	OBJECTIVE
1. Parents unconsciously prohibit infant/toddler development by restricting play with toys.	II, IV
2. Parents state that they are reluctant to play with their babies.	I, III, IV
3. Many infants/toddlers do not exhibit curious behavior.	II, III
4. Many parents and babies do not participate in cooing, babbling type exchanges.	III

C. DESCRIPTION OF THE EVALUATION INSTRUMENTS

Parents would be asked to respond to Parents Perceptions of Play (Appendix A) at the end of the implementation period. Preimplementation scores were to be compared to post implementation scores to determine the degree of increase or decrease of each parent's basic understanding of play. This survey questions the respondent's ability to identify appropriate play activities and toys, understanding of the need to play with baby and basic understanding of play itself.

Social services support staff were to be asked to respond to questions on Staff Perceptions of Mother/Baby Play (Appendix B). The results of this survey were to be used to

document the defined problem and the need to intervene. Staff would not be asked to complete a post implementation survey due to the following reasons:

1. Staff observed a general population of Head Start parents. There would be no opportunity for all of the support staff to observe the 18 parents that would be participating in the practicum.

2. Three of the support staff would be leaving the community.

3. The writer would use other instruments to evidence an increase in the quality of mother/baby play.

The writer would use a check list--Infant/Toddler Exploration (Appendix C)--to ascertain the quality of exploration afforded the baby in the home. The writer would observe to note if the parent encourages exploration in a safe environment, if the parent participates in exploration, if the parent provides creative and safe manipulatives for investigation, if the parent uses language with baby and if the parent uses visual contact with baby.

Parents would evidence their knowledge of a safe environment for baby by listing five safe areas that exist in the home for infant/toddler exploration, describing an unsafe play situation for baby, and listing five criteria for selecting a safe toy (Appendix D).

The writer would use a check list--Mother/Baby Play (Appendix E) to ascertain the quality of play that is

evident between mother and baby. The checklist would include the following factors:

--visual contact

--physical contact

--mother's ability to interpret baby's activity state

--appropriateness of toys to developmental level

--baby's level of response to mother

The writer would use tables and narrative form to analyze and compare results of the implementation period. Infant/Toddler Exploration (Appendix C) and Mother/Baby Play (Appendix E) would be used at the beginning of the implementation period and at the end of the implementation period for each mother/baby pair. The writer would compare the two periods to ascertain the degree of increase or decrease in the quality of play.

CHAPTER IV

SOLUTION STRATEGY

A. DISCUSSION AND EVALUATION OF SOLUTIONS

There are a great many programs in existence designed to increase mother/baby relationships. Most employ play as a technique for interactions.

In the writer's own community there are numerous private, university funded church affiliated, hospital affiliated and YMCA affiliated mother/baby programs. All of these programs impact upon a very receptive population. The demand for such programs outweighs the actual number of existing programs. The writer hypothesized that these programs would not be effective (as they exist) in the local school community for the following reasons:

I. Head Start parents have a limited knowledge of infant/toddler development. The aforementioned programs assumed that this knowledge had been acquired by its participants.

II. Each of the described programs requires a fee. Head Start parents were unable to pay such fees.

III. The programs were outside of the Head Start community. Parents were reluctant to travel outside of the familiar environment.

Meyerhoff and White (1986) designed New Parents as Teachers in an effort to assist new first time parents in all aspects of childrearing from birth to age 3. Parent

educators began working with parents during the third trimester of pregnancy. Parents and babies continued in the program for as long as four years. Parents were viewed as the child's first and foremost teacher. The program served a representative segment of the Missouri population. There were no SES criteria for selection. Funds were realized from the state, local, federal and private levels. The program was evaluated by an independent agency. Results proved extremely successful and warranted duplication. This program would be very successful in the writer's school community.

Lipsitt and LaGasse (1986) have developed a commercially advertised mother/baby program, PLAYTIME WITH BABY (PLAYSKOOL). The program includes a guide book for mother illustrating developmentally appropriate toys and activities, a guide tape which re-emphasizes concepts illustrated in the guide book. The writer uses this program with her own infant with much pleasure and success. However, it is felt that such a program would not work to solve the proposed problem because, 1) the program is too costly for Head Start parents to purchase, 2) Head Start parents might be unable or unwilling to participate in such a program without a facilitator or leader and 3) in that most of the parents surveyed have little background knowledge of infant development, THE PLAYTIME FOR BABY parent guide might prove confusing and/or intimidating.

Larnet (1987) describes the Child Survival/Fair Start funded by the Ford Foundation as an effective means of improving chances of survival and development of at risk mothers and infants. This program was implemented in 1983 as a community based effort to improve the quality of life for a varied population of low income families in the Southern United States. The program combined the interests of health, nutrition, and child development in attempts to develop the "whole" child and parent. Such a program is very much needed in the writer's community, but again the concern of the writer, and other Early Childhood Professionals, is that of cost.

Much of the literature points to and describes the success of early intervention programs, but describes cost ineffectiveness as the primary reason for the lack of program development.

B. DESCRIPTION OF SELECTED SOLUTIONS

The Head Start Program seeks to improve the quality of life for the child and family. Washington and Oyemade (1985) discuss the need to update the objectives of Head Start in order to meed the needs of the ever changing lifestyles and trends of today's family.

Currently, the Head Start program serves the whole child, but the need to serve the family, as individuals and as a unit, is great. The writer has observed that the

relationship between mother and baby can be strengthened through play. Solution strategies to the problem of increasing mother/baby play have proved successful in other communities.

Gochman (1985) presents a case study of personality disordered mother's interaction with her infant. Although the writer makes no attempt or desire to describe the parents participating in the Head Start Program as having personality disorders, it is felt that the theoretical implications of this interesting case study can certainly be applied to a "normal" situation. The case study results suggest that although the mother provided for her infant's basic needs; tactile stimulation, playful interaction, auditory stimulation, visual contact and vestibular stimulation, were absent. The absence of these factors resulted in a passive, non-vocal, unplayful infant. This situation further results in a conditioned response of passivity on the part of the infant. This condition leads to learned helplessness and a reduction of responses to stimulii. The writer feels that even a reduction in infant stimulation (as described above) can lead to the potential increase of a sense of helplessness and a lack of desire to succeed.

As a result of increasing numbers of child abuse and neglect referrals, the Alabama Department of Pensions and Security implemented a much needed parent education program.

One of the key elements of the program was the active home visitation sessions by trained parenting assistants. In addition to home management skills, parents were encouraged and taught to interact with their youngsters through play. The success of the program was so great, that other county departments decided to utilize appropriate funds to create similar programs (Peters and Carswell, 1984).

Rosenberg and Robinson (1985) suggest that early intervention and parent training programs impact on parenting skills under the following conditions:

1. A developmental match should exist between a child's current developmental level and the developmental level of the new expectations being made of him/her.

2. The parent should be responsive to the child's interests and moods when interacting with him/her.

3. Active rather than passive responding should be emphasized.

4. The language used with the child should be at an appropriate developmental level and should also provide enriched or expanded information.

5. Feedback should be provided that is both positive and corrective.

Rosenberg and Robinson developed and implemented the Teaching Skills Inventory (1984) to assist teaching staff in helping parents to learn intervention strategies to facilitate the child's cognitive development.

The writer felt that the theoretical implications and methods described by Peters and Carswell, (1984); Rosenburg and Robinson, (1985); and Gochman, (1985), could be used to develop an effective parent education program for mother and baby. It is suggested that parents be included as active participants in parent training and optimal infant stimulation. The writer hoped to implement a program that would 1) respect the parent as the infant's primary educator, 2) demonstrate that play is the most effective tool of parent/baby interaction, and 3) enhance parent's and baby's sense of self and autonomy through optimal stimulation.

By developing the participating parents' existing interactional skills, availing parents of appropriate developmental toys/activities and facilitating parents' awareness of developmental milestones, this practicum writer felt that parents would increase their awareness of the importance of play and positive mother/baby relationships.

The informal survey completed by parents pointed to their desire to increase positive interactional relationships.

C. CALENDAR PLAN

11-86 Discussed proposed workshop series with principal, local minister and potential participants.

11-86 Discussed problem with social service representatives and local nurse practioner. (survey)

12-86 Secured potential workshop facilitators.

3-87 Submitted outline to reviewer. Upon approval, prepared and submitted proposal.

4-87 Implemented proposal, advanced publicity.

4-87 Explained proposal goals and objectives to participants.

5-87 Workshop #1 - The Importance of Play and Baby's Development
Speaker - Practicum Writer
Play Session - Mother/Baby and Music

5-87 Observed mothers/babies using Mother/Baby Play checklist (Appendix E), and Infant/Toddler Exploration (Appendix C). Observations occurred in mothers' homes. Seven mother/baby pairs were visited.

6-87 Workshop #2 - How to Play with Your Baby
Speaker - Practicum Writer
Play Session - Mother/Baby and Balls

6-87 Workshop #3 - Safe Places to Play
Guest Speaker - Head Start Teacher
Play Session - Mother/Baby and Bathtime
Administered Safety in the Home (Appendix D)

7-87 Workshop #4 - Language and Play
Guest Speaker - Speech & Language Specialist
Play Session - Mother/Baby and Tape Recording

8-87 Workshop #5 - Age Appropriate Toys and How They Facilitate Cognitive Development
Speaker - Practicum Writer
Play Session - Mother/Baby and Toys

9-87 Workshop #6 - Homemade Toys that Stimulate Growth.
Make and Take Session

10-87 through 1-88 Participants met with practicum writer one time per month to plan and develop Mother/Baby activity booklet (Appendix I).
Individual Home Visits - Seven families were visited one time per month for four months. Observed mothers/babies using Mother/Baby Play checklist (Appendix E) and Infant/Toddler Exploration (Appendix C).

1-88 Administer post survey. Compared pre-post survey responses. Analyzed results of surveys and questionnaires.
Rap Session/Pot Luck Luncheon. Thanked parents for their participation. Awarded Mother and Baby Certificates of Participation (Appendix J).

2-88 Shared booklet with other Head Start parents. Submitted report. Feedback from reviewer. Revisions if needed.

Four components were utilized to implement this practicum:

1. Informational workshops
2. Play sessions for Mother/Baby
3. Home visitations
4. Development of a Mother/Baby activity booklet.

Each workshop was held in a local church and lasted for approximately 45 minutes. Babysitting service was to be available during workshop sessions. Expectant teen-aged mothers were to sit and play with babies of participating parents. Several participating parents verbalized their concerns with reference to expectant teen-aged mothers babysitting their young. Examples of expressed concerns are described below:

"Those girls are just babies themselves."

"Girl, they don't pay attention."

"What if they don't show up--I'll leave_____ with my Momma."

"Ain't nobody gonna use my baby to teach some kid how to be a momma."

It was decided by the practicum writer to abort the babysitting plan and have participating parents bring their babies and their own babysitters if they so desired.

It is hoped that the participating parents might join

the writer in planning and implementing a series of education and play sessions for expectant and new teen-aged mothers. This need is very evident in the community.

Mother and baby had opportunity to participate in a play session after each workshop. Play sessions were led by the practicum writer and her infant son. Each session was no more than 20 minutes in duration. Play sessions were held on Saturday mornings after the weeks workshop.

The writer visited seven mother/baby pairs in their homes on five occasions. Individual needs were assessed and met by the practicum writer.

The parents developed an activity booklet of favorite mother/baby play activities and homemade toys. The booklet and toys will be displayed and demonstrated at the Head Start Volunteer Fair in March, 1988.

The writer felt that the combination of the four components would serve to achieve the practicum goals and objectives. The workshops were planned to share basic information about infant/toddler development and its relationship to play. The mother and family's participation in baby's play facilitates optimal development. The Saturday morning play sessions gave mothers an opportunity to practice some of the ideas learned at the workshops. This also gave mothers opportunities to network and share valuable ideas and information. During the home visitations, the mothers and their babies played in the intimacy of their own environments.

D. REPORT OF ACTION TAKEN

There were four major components of this practicum:

1. informational workshops
2. play sessions for Mother/Baby
3. home visitations
4. development of a Mother/Baby Activity Booklet

The writer feels that the combination of the four components functioned to satisfy the practicum goals and objectives.

Prior to implementation, the writer discussed the practicum proposal with the local school principal, local minister, social service representatives, nurse practioner and potential participants. Such discussion proved invaluable in planning. It was during this phase that parents voiced their concerns about the babysitting plan. One of the social service representatives shared a list of potential donors of toys, books and other materials.

INFORMATIONAL WORKSHOPS

Workshop #1 - The Importance of Play and Baby's Development

The first workshop took place on May 8, 1987. All 16 of the parents completing the pre-implementation survey (Appendix A) were in attendance.

The writer illustrated the importance of play and how it assists in the development of a healthy baby. The participants were asked to break into pairs. One mother acted as the baby and the other mother role played the parent.

Each pair was given a play situation to be acted out and the age that was to be represented by the "baby" (Appendix K). After each pair demonstrated their role play situation, the audience was encouraged to name the approximate age of the "baby", how or what "mother and baby" were playing and describe how the play activity would help "baby" to grow physically and/or mentally.

Upon completion of the role playing, the parents were encouraged to develop "Postulates for Pleasurable Play". The list consisted of the following suggestions:

a. always play during a happy time
b. smile and talk to your baby
c. use a soft voice, never yell
d. don't scare your baby
e. watch to see when your baby gets tired
f. use toys that are safe
g. rough play can cause injuries
h. play often, but not more than 15 minutes at a time
i. let your baby play alone sometimes

Play Session #1 - Mother/Baby and Music

The first play session took place on May 9, 1987. Sixteen mothers and their babies were in attendance.

The writer and her infant son used the following musical selections to illustrate infant massage techniques, gross motor stimulation, rhythm and movement, and language

stimulation:

a. Babysongs--TicklyToddle - Hap Palmer

b. Lullaby River - Linda and Mimi Danly

c. Mainly Mother Goose - Sharon, Lois and Bram

d. Songs to Sing with Babies - "Miss Jackie"

Mothers and babies brought blankets and pillows for participation on the floor. Mothers were encouraged to watch their babies for cues of restlessness, fatigue or hunger. If necessary, mother and baby could sit out any portion of the play session.

Workshop #2 - How to Play with Your Baby

The second workshop session took place on June 5, 1987. One of the parents was accompanied by a friend and her 16 month old son. There were a total of 17 participants.

The writer used the parents suggestions for "pleasurable play" as a springboard to begin a discussion of how to play with babies. Discussed were ways to play during various times of the day:

a. upon waking - a soft good morning song or cuddle game with a stuffed animal

b. diaper change - sing songs, nursery rhymes and finger plays with baby

c. meal time - play the traditional airplane game, name the various foods on the plate, and play baby feeds mommy

d. while preparing meals - put baby safely in the

infant seat, high chair or playpen. Allow baby to play indepentently with favorite toys or pots and pans but maintain visual and auditory contact.

e. bath time - Use cups for pouring, sponges/face cloths for squeezing out water and spray bottles. Make up a bathtime song or use "Miss Jackie's". Sing favorite songs during bathtime, drying off and dressing. Name body parts as you dress baby.

Many mothers stated that these daily routines were often considered "manual labor". But, that when a play activity was used in conjunction with daily routines, they became less tedious and truly enjoyable.

The writer suggested ways to include other family members, especially siblings in baby's playtime.

The writer requested that each parent be prepared to share with the group highlights of a favorite playtime. The writer distributed a questionnaire, Playtime at Home (Appendix L) and asked that parents answer each question after having played with her baby at home. It was agreed that the activities would be shared at workshop #3.

Play Session #2 - Mother/Baby and Balls

The second play session took place on June 6, 1987. There were ten mother/baby pairs in attendance. The guest and her baby from workshop #2 expressed an interest in joining the group. All of the mothers made them welcome.

The writer and her son joined the mother/baby pairs

in playing ball! The writer demonstrated different ways to use balls to enhance gross motor development. Used were many different types of balls of various sizes and colors. One of the parents pointed out that all of the balls were soft. Another parent suggested that balls could be handmade or crocheted.

Workshop #3 - Safe Places to Play

A Head Start Teacher from another community outside of the city joined the group as guest speaker. Using a one-dimensional model of a typical two bedroom apartment, the speaker led the parents in identifying obscure and dangerous places and things that might attract a young child. A discussion of why these places were unsafe ensued. The parents, in turn, then named areas and items in their own homes that might be considered safe.

The speaker shared with the parents the following articles:

a. "Toddler Safety Tips"
Parent's Magazine - July, 1984
Bernice Weissbourd

b. "Tips For Your Baby's Safety"
U. S. Consumer Product Safety Commission
Washington, D.C. 20207

Fifteen parents attended workshop #3 on June 19, 1987. Seven parents shared highlights from a play activity at home. The parents' responses to the playtime questionnaire (Appendix L) are summarized (Appendix M) and discussed in Chapter V of this report. The writer administered a

questionnaire Safety in the Home (Appendix D). The results of the questionnaire are summarized in Chapter V of this report.

Play Session #3 - Mother/Baby and Bathtime

The third play session took place on June 20, 1987. Sixteen mother/baby pairs were in attendance. Mothers were asked in advance to bring swim suits for their babies or shorts and bath towels. The writer provided each mother/baby pair with a new infant/toddler size bath tub. The bath tubs were donated by three area department stores. Mothers were allowed to keep the bath tubs after the play session.

Each bath tub was filled with warm water. The need to take care in noting the temperature of baby's bath water was emphasized. Also discussed were other safety precautions that should be remembered during bathtime. The writer shared with the parents a leaflet, "How to Bathe Your Baby", by Johnson and Johnson Baby Products.

The writer distributed a variety of new bath toys amongst the mother/baby pairs:

sponge animals
cups shaped like fish
sponge balls
turkey/meat basters
handpuppet wash cloths
plastic spoons

The mothers were encouraged to use the toys to play with their babies as they desired. After an initial period of shyness, mothers and babies engaged in pouring water, squeezing sponges and wash cloths and splashing water.

After the playful bath session, mothers were encouraged to sing songs or finger plays or to recite favorite poems as they dried, lotioned, powdered and dressed their infants. The writer encouraged language exchanges, soft touches and verbal references to baby's body parts as mother dressed her infant. It was suggested that mother be patient, warm and gentle while bathing and dressing her squirming baby.

Workshop #4 - Language and Play

The fourth workshop was held on July 10, 1987. There were 16 participants. The guest speaker, a Speech and Language Specialist, emphasized the value of an enriched communication relationship between mother and baby. Many mothers stated that they didn't know how to talk with their babies. The guest speaker suggested that the following ideas might be of assistance:

1. use simple language
2. avoid "baby talk"
3. use gestures with language
4. imitate baby's sounds
5. don't be afraid to speak with emotion

The workshop continued with a discussion of how to enrich the young child's language development. The speaker

asked the mothers to recall at least one favorite activity that they participated in with their parents. After an initial period of shyness, the mothers shared many activities, songs and games. These ideas were used to develop a list of ways to enrich the young child's language (Appendix N).

The guest speaker suggested that mothers observe their baby's reaction to speech, music and other sounds, in order to ascertain potential problems in the areas of speech and hearing. It was suggested that playtime was one of the most effective opportunities to enrich language development.

Play Session #4 - Mother/Baby and Tape Recording

The fourth play session took place on July 11, 1987. Ten mother/baby pairs enjoyed using the tape recorder to record and listen to their verbal exchanges, songs and fingerplays. There were seventeen mother/baby pairs in attendance, seven of the mothers preferred to observe the play session.

The writer asked the mothers and babies to select a toy or book from the toy box. Mothers were to record a two minute play session with their babies using the selected toy or book. While each mother/baby pair recorded their play session in an adjoining room, the awaiting participants played with toys while listening to music.

After each mother/baby pair recorded their play session, the entire tape was listened to by all of the participants. The purpose of the play session was to give the mothers an

opportunity to hear the joys of their interactions with their babies. After listening to the tape, four of the mothers who had not previously participated, asked to use the tape recorder. The tape recording session was repeated on August 15, 1987 for the mothers and their babies.

Workshop #5 - Age Appropriate Toys and How They Facilitate Cognitive Development

The fifth workshop took place on August 7, 1987. Eighteen mothers participated in the workshop.

The writer provided a variety of toys designed for infants/toddlers ages 0 - 24 months. Mothers were asked to break up into groups of three. Each group selected a toy. After playing with the toy, the group answered the following questions:

1. For what age group is this toy appropriate?
2. How would you use this toy with your baby?
3. What could baby do with this toy?
4. How would baby be stimulated by playing with this toy?

The small groups reconvened in order to share responses. A lively discussion ensued centering around the feeling that toys are indeed a tool for learning. The results of the small group session are summarized in Appendix O.

Play Session #5 - Mother/Baby and Toys

The fifth play session took place on August 8, 1987. There were eighteen mothers and babies present at the final play session.

The writer used the following toys to illustrate ways to play, teach, communicate and have fun with baby:

1. nesting blocks
2. "Peek-a-Boo" puppet
3. push and pull dog

A church organization located in the writer's community donated six sets of the toys listed above. The toys are currently a part of the Child-Parent Toy Lending Library located in the writer's classroom.

After the writer and her son illustrated play with each toy, the mothers and babies were invited to select a toy to play with. The mothers were encouraged to verbalize joys and fears throughout the play session.

Workshop #6 - Homemade Toys that Stimulate Growth

The mothers were asked to bring the following materials to workshop #6:

1. a large cardboard box (2'x2'x2')
2. old magazines
3. an old sock (adult size)

The writer provided the following materials:

1. colorful contact paper
2. construction paper/cardboard
3. clear contact paper
4. yarn/felt
5. sewing notions

The writer shared samples of homemade toys with the parents. Mothers were encouraged to make any or all of the samples. The writer and the mothers enjoyed assisting one another and discussing ways to stimulate baby's growth using the toys.

The following homemade toys were shared by the writer and made by the mothers:

1. a colorful crawl-through tunnel
2. a simple five page board book covered with clear contact paper
3. a sock puppet with no removable parts

A complete description of the toys are included in the Mother/Baby Activity Booklet (Appendix I).

All 18 of the mother/baby pairs participated in the last two workshops and play sessions.

Mother/Baby Home Visits

The writer met individually with seven mother/baby pairs on five occasions. The visits occurred in the home of the mother and baby and lasted for approximately 30 minutes.

The writer observed each mother/baby pair during the five home visits, using the Mother/Baby Checklist (Appendix E) and the Infant/Toddler Exploration Checklist (Appendix C).

The purpose of each visit was discussed in advance with the participating mother. Mothers were asked to share their

suggestions or concerns with respect to the home visits. (Appendix H). Table 1 summarizes the dates of the mother/baby home visits.

Table 1

Dates of the Mother/Baby Home Visits

Mother/Baby Pair	May	October	November	December	January
1	9	5	9	7	3
2	10	6	7	8	3
3	10	7	11	7	4
4	16	15	12	10	5
5	16	9	16	15	3
6	17	10	14	8	7
7	17	11	15	13	8

During home visit #1, the mothers were asked to play with their babies using a favorite toy. The writer used the Mother/Baby Play Checklist (Appendix E) in observing the play sessions. Areas of concern and suggestions were discussed with the mothers at the end of the play sessions. The writer praised the mothers for their positive interactions, citing tender moments and effective teaching techniques.

Mothers were asked to allow their babies to play

independently during home visit #2. It was suggested that mothers carry out a daily routine while their babies played near them. The Parent's Facilitation of Infant/Toddler Exploration Checklist (Appendix C) was used during these observations. The writer discussed with the mothers ways to carry out daily routines while facilitating autonomy and exploratory play in a safe environment.

The writer provided the parents with hand puppets during home visit #3. The mothers were asked to use the puppets to play with their babies for this observation. The writer used the Mother/Baby Play Checklist (Appendix E) to assist the mothers in planning play activities that facilitated positive interactions and language development.

The writer asked the mothers to read a book to their babies during home visit #4. The observation continued with mother and baby playing as desired. The writer shared anecdotes from the observations with each parent. Both checklists, Parent's Facilitation of Infant/Toddler Exploration (Appendix C) and Mother/Baby Play (Appendix E) were used.

During the final home visit, mothers were asked to play a favorite game, sing a favorite song, or to play with a favorite toy with their youngsters. Both checklists Parent's Facilitation of Infant/Toddler Exploration (Appendix C) and Mother/Baby Play (Appendix E) were used.

Development of Mother/Baby Activity Booklet

The writer met with the parents once a month during the months of October, November, December and January, to play and develop a booklet of favorite play activities and homemade toys. An initial discussion of developing a booklet took place after workshop #1--May 8, 1987.

Seventeen mothers met with the writer on October 16, 1987. It was agreed that the booklet should contain 24 play activities. It was also decided that all developmental stages between the ages of birth and 24 months should be represented.

The booklet would include the following sections:

a. an introduction
b. play activities and toys--birth - 4 months
c. play activities and toys--4 months - 8 months
d. play activities and toys--8 months - 12 months
e. play activities and toys--12 months - 16 months
f. play activities and toys--16 months - 20 months
g. play activities and toys--20 months - 24 months

The mothers decided that they would all research play activities for the ages birth through 12 months. The writer suggested that the parents use their own experiences, in addition to the parent development magazines and books located in the Head Start classroom. The researched activities would be shared and decided upon at the November meeting.

The second meeting was held on November 21, 1987. There were 15 mothers in attendance. All of the mothers shared at least one play activity for the age group birth through 12 months. After discussing each play activity, it was decided that 12 of the suggested activities be used in the play activity booklet.

The mothers agreed to repeat the research effort for the 12 month through 24 month old age group. Suggested activities would be discussed and decided upon at the December 19th meeting.

There were ten mothers in attendance at the third meeting. The writer felt that the low attendance was due to family commitments during the onset of the holiday season. The participants "brain-stormed" to supplement the ten play activities that were brought to the meeting.

The final meeting took place on January 16, 1988. The ten mothers attending the December meeting were present. The writer contacted all 18 of the participating parents prior to the January meeting, in order to extend an invitation and share the purpose of the meeting.

During this meeting the mothers decided on the layout of the booklet, the printer and the illustrator. The booklet was completed during the month of February, and copies shared with all of the Head Start parents. The Head Start Mother/Baby Activity Booklet (Appendix I) is to be displayed at the local Head Start Volunteer Fair on March 15, 1988, and

at the local Head Start Parent Meeting on April 19, 1988.

Pot Luck Luncheon

The writer invited all of the participants, mothers and babies, to a final gathering on January 30, 1988. Mothers were asked to prepare a favorite dish to share with all. There were 18 mother/baby pairs present. All of the mothers shared delicious and nutritious homemade dishes. The mothers and babies enjoyed their meals, played with one another, networked, and shared joys, worries and recipes!

The writer asked that all of the mothers complete a final survey, Parent's Perceptions of Play, based upon their experiences during the implementation period. A tabulation of those responses are cited in Appendix P, and discussed in Chapter V of this report.

The writer awarded each mother/baby pair a certificate of participation (Appendix J), and thanked them for all of their cooperation, hard work, diligence, and most of all for sharing themselves and their beautiful babies.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

A. RESULTS

The goal of the practicum was to plan, implement and evaluate a series of workshops and play sessions that would serve to increase the Head Start mother's inherent parenting competencies, knowledge of infant/toddler development, knowledge of parent education resources and feelings of positive self-esteem. It was desired that Head Start mothers would increase the quality of play with their infant/toddlers.

The writer defined four objectives designed to accomplish this goal:

Objective I: Fourteen out of 16 of the parents participating in the workshop series would demonstrate an increased awareness of the value of play, as measured by a pre and post survey of their perceptions of play (Appendices A and P).

Prior to the implementation of the mother/baby project, 16 mothers were asked to complete a survey questioning their perceptions of infant/toddler play. All of the parents responded inappropriately to at least one-half of the questions.

Upon completion of the mother/baby play project, 18 mothers responded to the perceptions of play survey. The writer observed that all of the parents responded

appropriately to six of the eight survey questions. This is in excess of the desired standard of achievement which was defined as an 80% increase in awareness of the value of play.

Two of the survey questions were answered innapropriately by one of the participating parents. This parent participated in every component of the mother/baby play project and was very responsive to suggestions and praise. The writer asked the parent why she responded "no" to question number three--"Do you play with your infant." and question number four--"Are you able to read current literature concerning young children, such as "Parent's Magazine"?". The parent stated, "You know, I enjoyed the workshops, play sessions and home visits, I had fun playing with my baby. But, really do you think I have time to play a lot with five children all under seven years old? I don't have the help. It's hard for me." In sensing the mother's frustration, the writer encouraged her to attend the local parental stress group. The writer assisted the mother in locating the group and making arrangements to attend the weekly sessions. The mother found two reliable teenaged girls to babysit with the children while she attended the weekly session. Recently, mother reported to the writer that she now plays with her baby during mealtimes, bathtime and that she reads a family story before bedtime each night.

Objective II: The parents would encourage infant/toddler investigation and exploration in a safe environment. The parents would score nine out of eleven on

the Parent's Facilitation of Infant/Toddler Exploration (Appendix C) and 13 our of 15 on the Safety in the Home questionnaire (Appendix D).

The writer observed seven mother/baby pairs in their homes on five separate occasions. The parents' encouragement of infant/toddler investigation and exploration was observed and noted by the writer using the Parent's Facilitation of Infant/Toddler Exploration (Appendix C). The writer used this checklist while observing mother/baby play during three of the five home visit sessions.

Analysis of the data indicates that the mothers were hesitant about encouraging infant/toddler exploration, investigation and autonomy after the workshop series and play sessions. However, after the first home visit and individual discussions with the mothers regarding the benefits of exploratory play in a safe environment, there was an increase of "Yes" responses.

Table 2 illustrates the number of "Yes" responses observed by the writer during the home visits.

Table 2

Number of "Yes" Responses
Observed by the Writer During Home Visits

Mother/Baby Pairs	Home Visits Months	#2 October	#4 December	#5 January
1		7	10	10
2		4	7	9
3		8	10	11
4		7	10	11
5		6	9	11
6		7	9	10
7		9	11	11

Note: Maximum score = 11
Instrument - Parent's Facilitation of Infant/Toddler Exploration (Appendix C)

The writer noted that all of the parents were resistant to the idea of encouraging infant/toddler problem solving. Typically the parents completed tasks for their young, as opposed to encouraging little ones to try on their own. Such tasks included operating a spinning top, a busy box, and a jack-in-the-box; pushing a car or train; completing a two piece puzzle; and climbing on or off of a child sized

chair.

However, the writer observed that mothers did encourage their babies to play with toys and safe toy substitutes. Touching novel items was no longer met with a negative response. Mothers now tended to respond to their babies verbally by stating what the novel object was and what it was used for.

Seven of the parents participating in the home visit component scored at least nine out of eleven on the survey at the completion of the project.

The writer administered a questionnaire (Appendix D) measuring the parents understanding of a safe environment for infant/toddler play. This questionnaire was answered after the workshop entitled "Safe Places to Play".

Of the 15 parents completing the questionnaire, nine mothers scored at least 13 out of 15. Many of the mothers were unable to list five safe areas in the home for play and five rules for selecting a safe toy. All of the mothers were able to make at least two responses to both questions.

Although not all of the participating parents scored 13 out of 15 on the instrument, the writer was pleased that over half of the parents indicated an understanding for the need to provide a safe environment for young children. It is suspected that the nine mothers unable to score at least 13 out of 15 on the survey, might also have a basic understanding for the need to provide a safe environment. Their low scores

might be attributed to lack of resources, limited exposure to children's toys and the physical structure of some of the homes. Some mothers stated that five safe places for play didn't exist in their homes.

Objective III: The parents would engage in quality play with their infants/toddlers. The parents would score eight out of ten on the Mother/Baby Play Checklist (Appendix E).

The writer observed seven mother/baby pairs in their homes on five separate occasions. The writer used the Mother/Baby Play Checklist on four of the home visits to assess the quality of play between mother and baby.

Analysis of the data indicates that mothers increased opportunities for quality play with their infants. The writer suggests that this might be attributed to a combination of all of the play project components. However, the home visit component, which offered opportunities for individual discussion and feedback might well be the component most responsible for the increase in the quality of play.

Table 3 summarizes the number of "yes" responses observed by the writer for each mother/baby pair during the home visits.

Table 3

Number of "Yes" Responses
Observed by the Writer During Home Visits

Mother/Baby Pair	Home Visits	#1	#3	#4	#5
	Months	May	November	December	January
1		4	7	9	9
2		2	5	8	9
3		3	7	9	9
4		3	8	10	10
5		4	7	9	10
6		3	7	9	10
7		5	9	10	10

Note: Maximum score = 10
Instrument - Mother/Baby Play (Appendix E)

Seven of the mothers participating in the home visit component scored at least nine out of ten on the Mother/Baby Play checklist at the end of the practicum implementation.

At the end of Workshop #2 - How to Play with Your Baby the writer asked the mothers to share with the group highlights of a favorite playtime for the next workshop

session (June 19, 1987). The writer asked the mothers to complete a playtime questionnaire (Appendix L) after playing with their babies at home. Responses to the questionnaire (Appendix M) shared by seven mothers, indicated that the workshop was successful in illustrating a variety of ways to initiate quality play with baby. The responding parents were very creative in their selection of play activities and materials used. The responding mothers recognized the importance of ending the play session when it was appropriate for mother and baby. All of the responding mothers stated that they enjoyed the play session.

Objective IV: The parents would identify developmentally appropriate toys and activities for infants/toddlers. The parents would plan and design a booklet of developmentally and age appropriate toys and activities for mother and baby.

As illustrated in Appendix I, the mothers were successful in planning and designing a booklet of appropriate activities and toys for baby. With the assistance of the writer, the mothers acquainted themselves with parenting magazines, articles and books. The parents used these resources and the greatest resource--themselves--to identify a variety of favorite activities and toys for the infant/toddler. Prior to the implementation period the booklet was to include activities and toys for ages birth to 18 months. However, by July, 1987 four mothers joined the

group with babies between the ages of 18 months and 24 months. It was decided that this age group should also be included in the booklet.

B. CONCLUSIONS

The writer feels that the Mother/Baby Play project was successful as indicated by the results of the post implementation data provided. The writer was particularly pleased with the number of parents choosing to participate in at least one component of the practicum project. The writer realizes that a number of abstract influences prohibited parents from participating in all of the components.

The workshops were designed to avail parents of information with reference to the importance of play and development. An average of 16 parents attended each workshop session.

Table 4 illustrates the types of ratings assigned by the parents to each workshop. This information was taken from the parent's evaluation of each workshop.

Table 4

Evaluation of Workshops

Month	May	June	June	July	August	September
Workshop #	1	2	3	4	5	6
Superior	11	12	12	15	13	13
Good	4	5	3	1	5	5
Fair	1	0	0	0	0	0
Poor	0	0	0	0	0	0
Total number of parents attending workshop	16	17	15	16	18	18

The writer concluded that the workshops were not only enjoyable, but also served to provide the parents with beneficial information.

The play sessions were designed to give mothers an opportunity to participate in uninhibited play with their babies. The writer concluded that the play sessions were successful. Thi· ·onclusion is based on the fact that for each of the play sessions, all of the participating parents

responded "yes" to the five play session evaluation questions (Appendix G).

The writer suggested that pictures be taken at the first play session. Two of the parents refused, suggesting that there might be some ulterior motives behind the picture taking. When the writer discussed the concern with the parents, it was unveiled that the location of the play sessions, a local church basement, was somewhat unfamiliar. The writer concluded that the lack of trust on the part of the parents might stem from the absence of protection afforded by the local school. It is suggested that the local school is the focal point of the community. Much of the neighborhood socialization occurs within the school doors. The local minister reported that fewer families attend church service on a regular basis. Thus, most of the family's exposure and opportunity to network is limited to the local school. Perhaps, one should reconsider our decision to increase the number of magnet schools in our efforts to upgrade education and institute school reform. Quality education and school reform might better be realized if initiated from the local level, with an emphasis on upgrading the neighborhood school.

The writer concluded that although the home visit component was very successful, many parents chose not to participate in this component. The writer felt that this was due to the parent's discomfort in having an outsider

visit her home.

In that all of the parents receive public assistance from the state, they are required to be visited by a number of social service personnel. Many parents report that some of the visits are unannounced, degrading and result in temporary or permanent suspension of financial assistance.

Of the seven families visited, all of the mothers indicated a desire to participate in future home visits and indicated that the home visits were appropriate for mother and baby.

C. RECOMMENDATIONS

The writer would suggest that the following be considered when implementing any parent participation project:

1. Parents must be afforded sincere respect and opportunities to participate and succeed.
2. Ideas and suggestions contributed by parents should be considered seriously.
3. The needs of the individual parent should be addressed and referred to an appropriate agency when necessary.

In addition, the writer would suggest that the following recommendations be considered by the local Head Start sponsoring agency and the Board of Education:

1. The Head Start program should include more opportunities to meet the needs of the

entire family.

2. Parent education workshops and training sessions should increase in quantity and broaden in scope to include topics such as play, language development, safety in the home and reading to young children.
3. An effort should be made to increase the effectiveness of the local school and its relationship with the community. Monies used to open and equip magnet schools might be better spent at the local level.
4. Monies should be appropriated for neighborhood tot lots with a variety of developmental equipment. In an effort to activate what was learned, many of the mothers joined their monies and purchased a wading pool for their little ones during the summer. Since there exists no local tot lot, the mothers padded the ground with pillows and blankets so that their babies could play in the water.

And finally, the writer would recommend that the local government increase efforts to provide fair and integrated housing. Too many families are isolated and uneducated with respect to the rich resources that our city and its many races of people have to offer.

D. DISSEMINATION

The writer has shared this practicum with other Head Start teachers in the local school district. Many teachers agreed that there exists a need to develop an ongoing series of play sessions and workshops for mother and baby.

A copy of an approved practicum report will be shared with the local school principal, the local ministers, the school district superintendant, the Head Start Coordinator and the sponsoring agency. It is the writers desire that these community leaders consider including such a program when new funds are appropriated at the local, state and federal levels.

The Head Start parents have shared their activity booklet with other parents in the community. The booklet is to be displayed at the local Head Start Volunteer Fair in March, 1988. The parents will present the booklet at the local Head Start Parents meeting in April, 1988.

The writer plans to present a workshop on quality mother/baby play at a conference sponsored by the local affiliate of a national early childhood advocate organization in February, 1989.

The writer plans to write an article for low income parents on the positive effects of quality play. The article will be submitted to the community newspaper and to local social service organizations and churches.

The writer will include the workshop series as a part of the parent education component of the Head Start Program.

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APPENDIX A

TABULATION OF PARENT'S RESPONSES TO PARENT'S PERCEPTIONS OF PLAY (PRE-IMPLEMENTATION SURVEY)

A total of 16 Head Start mothers of infants/toddlers responded to the survey questions.

Question	Number or Type of Responses YES	NO
1. Do you feel that infants/toddlers play in order to learn about their environments?	4	12
2. Do you encourage your infant/toddler to play in various parts of your home?	3	13
3. Do you play with your infant/toddler?	4	12
4. Are you able to read current literature concerning young children, such as "Parent's Magazine"?	2	14
5. Do you know which toys are most appropriate for your infant/toddler at his/her current age?	4	12
6. Describe a favorite play activity of your infant/toddler.	Each parent described a favorite play activity. Fourteen of the described activities did not include parent participation. For example, one parent stated, "My baby likes to play with her toes and fingers."	
7. When do young children begin to play?	a. at birth - 0 b. when they can walk - 12	

APPENDIX A

TABULATION OF PARENT'S RESPONSES TO PARENT'S PERCEPTIONS OF PLAY (PRE-IMPLEMENTATION SURVEY)

Question	Number or Type of Responses YES	NO
7. (Cont'd)	c. when they can talk - 2 d. at the age of 3 years - 2	
8. Please define play.	All participating parents defined play. All responses failed to include in the definitions the parent as a participant in the child's play. For example, one parent responded, "Play is when kids get together to do something. Sometimes they are real noisy."	

APPENDIX B

DESCRIPTION OF STAFF'S RESPONSES TO STAFF PERCEPTIONS OF MOTHER/BABY PLAY

A total of eight support services staff completed the survey. The group consisted of the following staff members:

1 Nurse Practitioner
1 Social Worker
1 Mental Health Worker
5 Head Start Teachers

1. Do you observe Head Start mothers playing with their infants/toddlers?
   Eight staff surveyed stated that play was observed between mother and baby.

2. Can you give a general description of the qualiity of play?
   Six staff described mother/baby play as minimal with reference to quality. For example, one staff member stated that most observed mothers only responded to baby's overtures for brief moments and failed to sustain interactions. Two staff described mother/baby play as effective.

3. Do you feel that Head Start mothers are familiar with appropriate infant/toddler play activities and toys?
   Six staff stated that mothers are not familiar with appropriate play activities and toys. This unfamiliarity is due to lack of knowledge/resources. Two staff stated that the mothers are familiar with appropriate play activities/toys.

4. Do you feel that Head Start parents are cognizant of the importance of play?
   All of the respondents felt that mothers are unaware of the importance play has on the development of the whole child.

5. Would you be willing to work with our mothers and their infants/toddlers in assisting them in improving their play interactions?
   All of the respondents were willing to participate in the workshop series.

APPENDIX C

PARENT'S FACILITATION OF INFANT/TODDLER EXPLORATION

Score each "yes" response ten points. Provide the parent with plausible suggestions for each "no" response.

	YES	NO	NOT APPLICABLE
1. Parent provides infant/toddler with a variety of age appropriate objects.			
2. Parent verbally encourages infant/ toddler to investigate her surroundings.			
3. Parent is responsive to infant/ toddler's verbalizations and needs.			
4. Parent provides a safe area for play.			
5. Parent touches infant/toddler during play.			
6. Parent smiles at infant/toddler when the child smiles.			
7. Parent actively participates in play with infant/toddler.			
8. Parent physically stimulates infant/toddler.			
9. Parent encourages infant/toddler to develop problem solving skills.			
10. Parent provides toys that are responsive to infant/toddler.			
11. Parent makes visual contact with infant.			

APPENDIX D

SAFETY IN THE HOME

It is important that babies play in a safe environment. The purpose of this activity is for you to examine your definition of "safe". The results will be used to assist you in providing a safer environment for you and baby.

1. Please list five safe areas that can be used, in your home, for baby to play.

   a.
   b.
   c.
   d.
   e.

2. Please describe an unsafe play situation for baby.

   _____
   _____
   _____
   _____

3. Please list five standards or rules that you would follow in selecting a toy for your baby.

   a.
   b.
   c.
   d.
   e.

APPENDIX E

MOTHER/BABY PLAY

Score each "yes" response ten points. Provide the parent with plausible suggestions for each "no" response.

	YES	NO	NOT APPLICABLE
1. Parent initiates visual contact during play.			
2. Parent touches baby and encourages baby to touch her and other objects.			
3. Parent is able to interpret baby's activity state.			
4. Parent responds appropriately to baby's needs.			
5. Parent provides developmentally appropriate toys for baby.			
6. Baby respond to parent's initiations.			
7. Parent provides safe, novel objects as toy substitutes.			
8. Parent ends play when appropriate.			
9. Toys are easily accessible to baby.			
10. Parent encourages baby to use her body during play.			

APPENDIX F

PARENT'S OBSERVATIONS OF WORKSHOP #___

Please respond to each question. Your responses will assist me in planning future workshops.

1. Topic of workshop_____

2. Did the workshop facilitator present the material in a way that was meaningful to you?_____

3. What material or information was most beneficial to you?

4. Can you apply what you learned to your family situation?

5. How would you rate the workshop? Please circle your choice.

   Superior
   Good
   Fair
   Poor

6. Do you plan to attend the next workshop session?_____

APPENDIX G

PARENT'S OBSERVATION OF PLAY SESSION #____

Please check "yes" or "no" for each statement. I am available to discuss any areas of concern with you.

	YES	NO
1. My baby enjoyed the play activity.		
2. I can repeat the activity in my home.		
3. I enjoyed the play activity.		
4. The activity was appropriate for my baby's age group.		
5. I can think of another activity that will enhance the skills presented during today's play session.		

Additional comments._____

APPENDIX H

PARENT'S OBSERVATION OF HOME VISIT

Please check "yes" or "no" for each statement. Your responses will assist me in planning effective home visits for you and baby. I am available to discuss any concerns with you.

	YES	NO
1. The purpose of the home visit was clear and appropriate for me and my infant.		
2. The materials were interesting and easy to use.		
3. I am able to duplicate the play activity presented today.		
4. I am able to think of other activities that will stimulate my baby.		
5. I feel confident about including other family members in play activities with baby.		
6. I would like to participate in future home visits.		

Additional comments._____

_____

_____

_____

_____

APPENDIX I

MOTHER/BABY ACTIVITY BOOKLET

Head Start Mother-Baby Activity Book

This Mother-Baby Activity Book was written by the Head Start Parents of School.

Many of the activities are our own, some were adapted from various sources.

Lettering by:
Deneita Jo Farmer

Drawings by:
Sharon McDavid

Introduction

The purpose of this booklet is to share some of our favorite Mother/Baby play activities and toys.

Babies are wonderful people. We learn a lot from them. They give us joy. They make us laugh. They cause us to worry. And they make us cry. They grow up and one day they have babies of their own. Time passes quickly. Take time and play with your baby. He or she will remember and share those joys with others.

Activity #1 Birth - 4 months

Rooting and Sucking

Stroke the corner of your baby's mouth with your clean finger.

Slowly move upward towards her ear. The baby will follow your hand movement with her head.

If the baby catches your finger, allow her to suck if she desires.

Speak in a soft, soothing tone to your baby.

Activity #2 Birth - 4 months

Movement

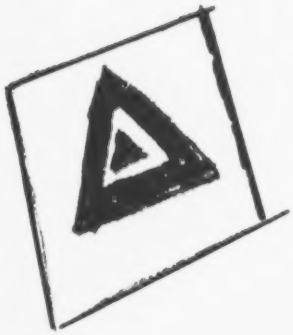
- Place the baby on her back.
- Place a colorful toy or mirror in baby's view. Place it close enough so that she can touch it with her hand or foot.
- Smile. Say, "See the _____."
- Gently move the baby's hand or foot so that it touches the object.

Activity #3 Birth - 4 months

Rattles

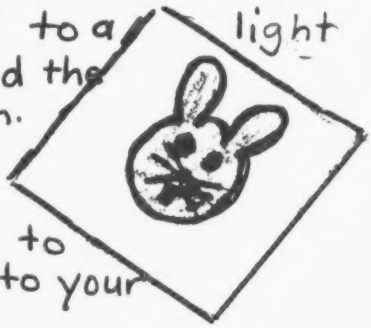
Use an empty oatmeal or grits container to make a rattle or shaker. Pour a few grains of rice into the container. Seal it tightly with tape. Decorate the outside of the container. Have fun shaking it for your baby.

Activity #4- Birth - 4 months



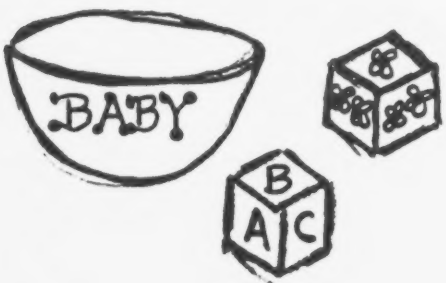
Vision - Geometric Shapes and Animal Outlines

Make large bold patterned pictures - a geometic shape or the outline of an animal or a human face. The patterns should be simple. The print should be dark and attached to a light background. Hold the picture about 12in. above baby's face. As you move it slowly from side to side talk gently to your baby.



Activity #5 - 4-8 months

Visual Stimulation



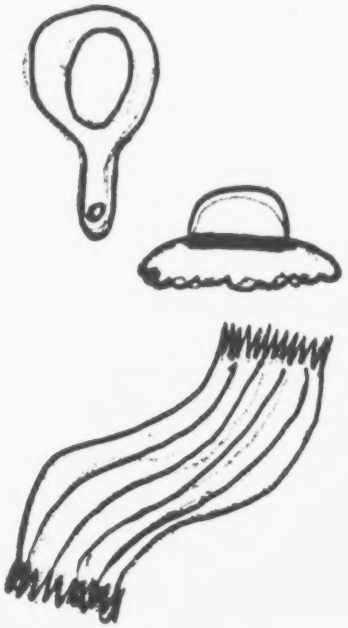
Sit opposite baby on the floor. Put a block into the bowl slowly, make sure that baby watches. Remove the block from the cup.

Place the objects in front of baby and say "Put the block into the cup." Assist baby if needed. Smile ☺ and praise baby's efforts.

Activity #6 - 4-8months

Self-Awareness

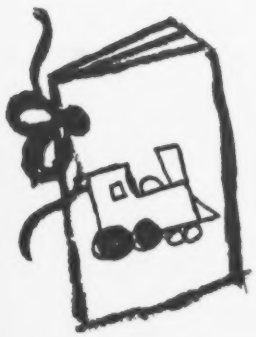
Hold a mirror in front of your baby. Smile and talk to him as you look at his reflection in the mirror. Say, "See the pretty baby." Repeat the activity. Use hats and other props to change baby's appearance slightly.



Activity #7 - 4-8months

Board Books

Materials: card board, old magazines with bright pictures or photographs, contact paper (clear), construction paper

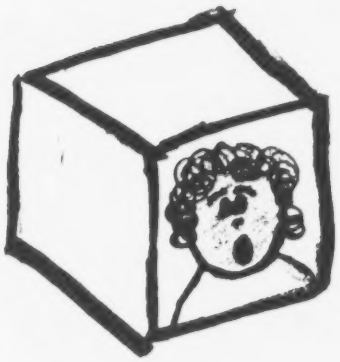


1. cut 7 pieces of card board 5" x 7"
2. cover each piece (front and back) with colorful construction paper
3. attach 1 bold, colorful picture or photograph to each page. label the page if desired.
4. cover each page with clear contact paper.
5. Use a hole puncher and yarn to join the pages.

Have Fun '91

Activity #8 - 4-8months

Picture Cube

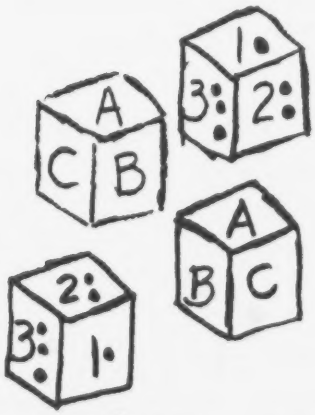


Materials: a sturdy box 6"x6", family pictures, non-toxic glue, construction paper

- Cover the box with colorful construction paper.
- Attach a family photo to each side of the cube.
- Use the picture cube to talk with baby about family members. Make up nice family stories.

Activity #9- 8 - 12months

Fine Motor Coordination - Blocks



There are wooden, cloth, and paper blocks. Try to use all types.

- Sit with baby on the floor or at a table.
- While baby watches, place one block on top of the other. Say, "See how tall I can make it."
- Encourage baby to build a tower.
- Praise baby's efforts. Knock the tower over gently. Encorage baby to knock the tower over.

Activity #10 - 8-12months

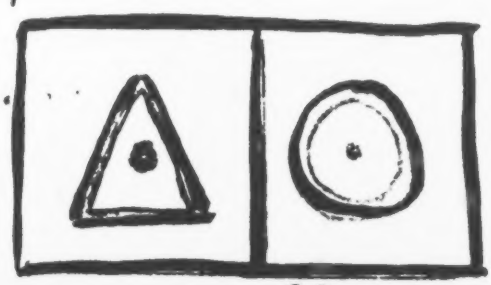
Visual Stimulation

- Give baby a toy. Allow her to play with it for a few minutes. Talk about what the toy is and how to use it.
- Remove the toy and hide it under a scarf while baby watches.
- Ask baby were the toy is.
- If baby does not remove the scarf from the toy, remove it for her and say, "Here is the ___."
- Repeat the activity

Activity #11 - 8-12months

Eye Hand Coordination

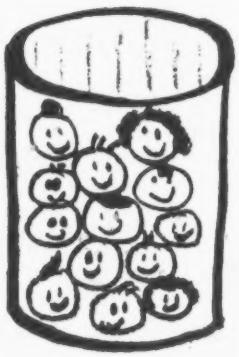
- Encourage baby to play with toys that have movable parts, such as a busy box, a simple 3 piece puzzle or a simple 3 piece shape sorter.
- Manipulate the toy while baby watches.



Activity #12 8-12 months

Fine Motor Coordination

Drop-in Can



- Use an empty coffee can to help baby develop the use of his hands.
- Decorate the can with contact paper.
- Offer baby 4 or 5 safe "toys" (empty spool, block, jar lid)
- Encourage baby to drop them into the can and then dump them out.
- He will play this game over and over.

Activity #13 - 12-16 months

Self Awareness

- Sit or stand with baby in front of a full length mirror.
- Talk with baby about what he sees.
- Encourage baby to imitate the following actions:

  Open your mouth.
  Touch your nose.
  Jump up and down.

- Make up your own actions

Activity #14 - 12-16 months

Fine Motor Coordination

#1 Cover the floor and baby with paper and a bib.

#2 Place baby in his high chair and tell him that your are going to "paint" with pudding!

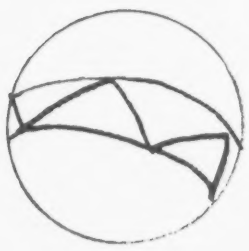
#3 Encourage baby to use his hands and fingers to paint his high chair tray with pudding. (He's going to eat some!!)

#4 What a mess - but what fun!

Activity #15 - 12-16 months

Concept Development

Materials: toys, pictures, household objects that are familiar to baby - 2 of each



- Place 4 objects in baby's view (2 balls + 2 spoons)
- Hold up 1 object (a ball) and say, "_____ find the other ball."
- Repeat the activity using different objects.
- Praise baby's efforts.

Activity # 16 - 12-16 months

Puppets

- Use an old adult sized sock to make a cute hand puppet.
- Use felt and yarn to sew on facial features and hair - NO BUTTONS PLEASE.
- Use your new friend to encourage baby's language development.

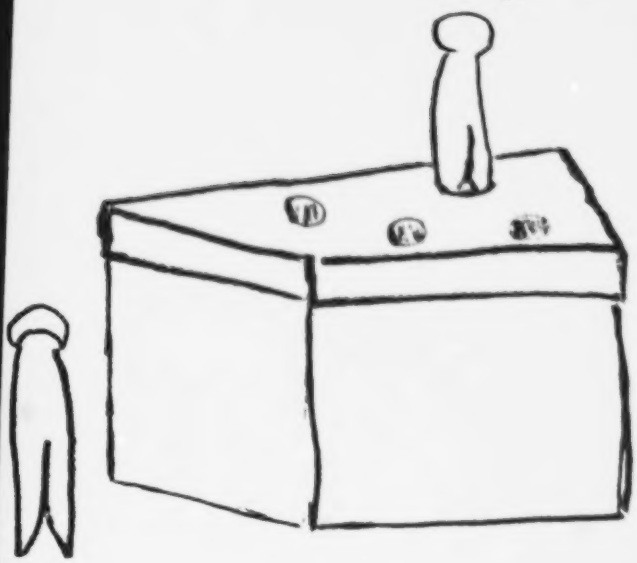
Activity #17 - 16-20 months

Spool Beads

- Save the empty spools from thread.
- Paint them using non-toxic paint.
- Thread them on a long adult sized gym-shoe shoestring.
- Baby can use it to shake, name colors, & count. (Mom has to help.)
- Off the thread, and the spools can be stacked and tipped over.
- Soon baby will thread them himself.

Activity #18 16-20months

Pegs and peg board



- Make a peg board out of a shoe box and non-spring clothes pins for pegs.
- Encourage baby to put the pegs in the holes. Praise baby's efforts.

Activity #19 - 16-20months

Pull Toy

1. Punch a hole in the center of the lid and the bottom of an oatmeal or corn meal container.
2. Put a few beans, stones or pieces of macaroni in the container.
3. Tie a knot at one end of a long string. Pull the string through the box and lid.
4. Tape the lid on tightly and decorate the container.

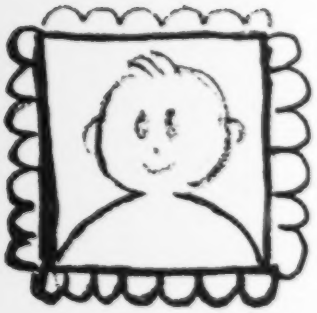
Activity #21 - 20-24 months

Sorting

- Give your baby a basket of his clothing. Include several socks, shirts and pants. Talk about what's in the basket.
- Give baby an empty basket. Tell him to put all of the socks into the basket.
- Assist baby in finding all of the socks. Praise his efforts.
- Repeat the activity using other items of clothing.

Activity #22 - 20-24 months

Language Stimulation



- Talk with baby about familiar pictures of her as an infant and family members.
- Assist her in pasting the pictures in a scrapbook.
- Ask questions about the pictures.
- Use baby's words to label all of the pictures.

Activity #23 - 20-24 months

98

Body Awareness

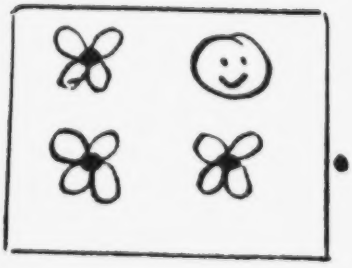
- Ask baby to show you her eyes, nose, hands, mouth, feet, legs, and ears. Assist her when needed.

- Encourage her to name the body parts as she shows them.

- Ask baby to show you her dolls body parts. Name one body part at a time.
- Allow baby to wash the doll. Talk about the body parts as baby washes them.

Activity #24 20-24 months

Recognizing Differences



- Cut 5 pieces of card board (5"x7")
- On each piece affix sets of 3 identical stickers and one different one (or you can draw simple pictures).
- Show baby one picture at a time and ask, "Which one is different?" Assist baby if needed.
- Use real objects to repeat the activity (spoons, socks, cups).

APPENDIX J

CERTIFICATE OF PARTICIPATION

100

CERTIFICATE OF ACHIEVEMENT

This award of distinction is presented to

- Mother

and

- Baby

for their participation in the Head Start Mother-Baby Play Project.

This ___ day of ___; 1988

Signed

Deneita Jo Farmer

and

Mark Justin Farmer

drawn by
Laquita Sampson
4yrs. 6mnths.

APPENDIX K

ROLE PLAY SITUATIONS

1. Mother is trying to feed baby breakfast. Baby is hungry, but she keeps trying to take the spoon away from mother. Baby is 12 months old.

2. Baby is squirming and moving about as mother attempts to dress baby. Baby is eight months old.

3. Mother is showing baby pictures of human faces. Baby is two months old.

4. Mother is ringing a bell in different locations around baby. Baby is five months old.

5. Mother and baby are stacking blocks and knocking them down. Baby is 24 months old.

6. Mother and baby are going for a walk. Mother points to different objects and names them. Baby is 18 months old.

7. Mother is massaging baby gently with a feather or some other soft article. Baby is three weeks old.

8. Mother and baby are digging in sand and pouring water. Baby is 24 months old.

APPENDIX L

PLAYTIME AT HOME

Mommies,

Let's have some fun at home. Pick a happy time of the day and a fun activity that you share with your baby. Tell us about it. We will all share our playtimes at workshop #3 on June 19, 1987.

1. What is the age of your baby? _____

2. What time of day did you and baby play?

_____

3. What did you and baby do?

_____

_____

_____

4. What toys and materials did you use?

_____

_____

5. How long did you and baby play? Why did you stop?

_____

_____

_____

_____

6. Did you enjoy the activity?

_____

_____

APPENDIX M

PARENT'S RESPONSES TO
PLAYTIME AT HOME

Parent	Baby's Age	Time of Day	Type of Activity	Type of Toys or Materials Used	Duration of Play	Was It Fun?
1	4 months old	morning nursing	I sang a soft song.	just my voice	30 minutes She stopped nursing.	We loved it!
2	8 months old	bath time	We played splash the water.	bathtub and toy boat	20 minutes The water got cold.	We never did that before. I liked it.
3	8 months old	on the floor after naptime	We shook the rattles up down and all around.	rattles and the radio	10 minutes Baby was tired.	____got tired but I had fun.
4	15 months old	lunch time	I cut up her food into little bitty pieces and let her feed herself and me!	a real pretty orange bowl that has three different sections	25 minutes The meal was over.	Yes.
5	17 months old	while I was cooking dinner	My baby made a building with the oatmeal box and stuff. Then he knocked it down.	all of the boxes of food in the cabinet	30 minutes Time to eat.	____tried to help clean up after. It was nice.
6	24 months old	bath time in the evening	We poured water and bubbles and sang sang silly songs.	paper cup, sponge and turkey baster	35 minutes I got wet.	Boy did I get wet! It was fun.
7	25 months old	going for a walk at 10 A.M.	We collected rocks, flowers and bugs.	paper bag and a plastic jar	60 minutes Time for lunch and nap.	Yes____ learned a lot about outside.

APPENDIX N

WAYS TO ENRICH THE LANGUAGE OF THE YOUNG CHILD

1. Read interesting picture books.
2. Assist in development of ideas by telling baby the who, what, where, now, or why of a familiar word. For example, baby sees a bus, points and says "Bus." Respond, "Yes, that's a bus, the bus drives down the street."
3. Use grammatically appropriate language.
4. Encourage baby to speak and not point.
5. Play word games and sing action songs and finger plays.
6. Ask simple questions.
7. Correct your baby's speech by repetition, not by criticism or embarrassment.
8. Name the parts of baby's body frequently.
9. Always maintain good eye contact with baby.
10. Respond to baby's questions.

APPENDIX O

PARENT'S RESPONSES TO WORKSHOP #5

	Toy	Age Group	How Would the Parent Use the Toy?	How Would the Baby Use the Toy?	How Would Baby Be Stimulated?
group 1	pounding bench	12 months - 24 months	To name the color and shape the baby hits.	To practice banging.	grasping skills
group 2	jack in the box	2 years old	Mother can sing "Pop Goes The Weasel"	Children like to surprise and scare themselves.	visual stimulation listening skills
group 3	spinning top	2 years old	You could teach up/down, round and round.	It would be fun to see the flower open and the bee come out.	grasping skills
group 4	doll	12 months old	The mother could teach the baby her body parts.	Kids like to pretend to be Mommy.	pretending forming good relations
group 5	car that makes a noise	12 months - 24 months	Moms could roll the car <u>in</u> a box and <u>on top</u> of a box.	Little children like things that roll.	listening skills pretending
group 6	cloth blocks	6 months - 24 months	The blocks could be counted, the colors could be named.	The blocks would be fun to knock down.	fine motor skills building

APPENDIX P

TABULATION OF PARENT'S RESPONSES TO PARENT'S PERCEPTIONS OF PLAY (POST-IMPLEMENTATION SURVEY)

A total of 18 Head Start mothers of infants/toddlers responded to the survey questions.

Question	Number or Type of Responses YES	NO
1. Do you feel that infants/toddlers play in order to learn about their environments?	18	0
2. Do you encourage your infant/toddler to play in various parts of your home?	18	0
3. Do you play with your infant/toddler?	17	1
4. Are you able to read current literature concerning young children, such as "Parent's Magazine"?	17	1
5. Do you know which toys are most appropriate for your infant/toddler at his/her current age?	18	0
6. Describe a favorite play activity of your infant/toddler.	Each parent described a favorite play activity. Fourteen of the described activities included the parent as a participant. Four of the activities included other family members as participants. For example, one parent stated, "My 14 month old has fun rolling the soft ball across the floor. I	

APPENDIX P

TABULATION OF PARENT'S RESPONSES TO PARENT'S PERCEPTIONS OF PLAY (POST-IMPLEMENTATION SURVEY)

Question	Number or Type of Responses YES	NO
6. (Cont'd)	get it and roll it back to him. He just laughs so much."	
7. When do young children begin to play?	a. at birth-18 b. when they can walk - 0 c. when they can talk - 0 d. at the age of 3 years - 0	
8. Please define play.	All responses included the parent or a family member as a participant in the child's play. For example, one parent stated, "Play is fun. The parent and her baby should laugh, sing, tickle and talk a lot. Play helps the baby to grow and learn. Play is sharing with your baby. Any time you do something with your baby you can play."	